

## **South Dakota's Improvement Plan for Compliance with Section 123 (a) of Perkins III**

**Implementation Date: July 1, 2006**

- 1. The state's consultation required by section 123 (a) with appropriate agencies, individuals, and organizations, identifying the specific entities consulted and indicating how and when these entities were consulted.**

### **Program Improvement Process, 2005-2006**

**Secondary:** OCTE has been concentrating on accountability in the regional PIP workshops for the past several years.

Four regional Program Improvement Process workshops were held with secondary career and technical educators on September 21<sup>st</sup>, 2005 and January 18<sup>th</sup>, 19<sup>th</sup> and 26<sup>th</sup>, 2006. The graphs with the results of the Core Indicators 2000-2005 were presented and discussed with attendees. Teachers were contacted through sessions at Annual Summer Conference, August 2005, e-mails from program specialists, web site postings, and regular mail, during August and September 2005.

**Postsecondary:** A postsecondary Program Improvement Process pre-review session was held on the Digital Dakota Network (DDN), the state's two-way interactive videoconferencing system on September 13<sup>th</sup>, 2005. Information on Core Indicator results was discussed with presidents and vice-presidents who participated. PIP information is available at the following site: <http://doe.sd.gov/octe/pip/index.asp>. Program specialists contacted vice presidents at postsecondary institutions by phone in August to set dates for onsite reviews.

### **Meetings held on Core Indicators of Performance for the 2005-2006 School Year:**

**Secondary:** On March 7, 2006, in Pierre, SD, the Office of Career and Technical Education met with secondary LEA Perkins administrators including consortium, multi-district, and career and technical education directors for the annual Perkins workshop. Participants were informed about the results of the Core Indicators of Performance through graphs that displayed the Core Indicator trends from 2000-2005. A discussion with the attendees focused on the trends of the performance and the negative results on some of the indicators, especially for 2004-2005. The LEAs were contacted by regular mail, phone, and e-mail reminders in February 2006.

**Postsecondary:** On April 6, 2006, OCTE held a Perkins workshop with postsecondary presidents and vice-presidents via the DDN. The results of the Core Indicators were discussed. The postsecondary institutions were contacted by e-mail and phone, beginning January 2006. The two workshop presentations above are available online at <http://doe.sd.gov/octe/>.

### **2006-2007 School Year – meetings scheduled on Core Indicators of Performance**

August 8-11, 2006, OCTE will meet with career and technical educators, administrators and business/industry partners for the annual OCTE Summer Conference. There will be two presentations on accountability during the Program Improvement Process sessions. Several sessions during the conference will address ways to improve the

Core Indicators of Performance, for example, *Reading Strategies in the Content Area and Instructional Strategies*. Dr. James Stone from the National Dissemination Center will be the featured speaker and will conduct several breakouts on *Math in the CTE Classroom*. CTE teachers, school administrators, state Board of Education members, and others were notified of the conference through mailings, phone calls, e-mailings, web site postings - <http://doe.sd.gov/octe> and <http://sdacte.southeasttech.com/newsletters/Issue%2047%20Spring%2006.pdf>.

### **Program Improvement Process Schedule 2006-2007**

Accountability will be one of the main areas of focus during the Program Improvement Process at the secondary and postsecondary levels. As part of the process teachers will write a plan for meeting any Core Indicators that have not been met. South Dakota will begin to transition to the requirements of Perkins IV.

**Secondary:** September 21<sup>st</sup>, 25<sup>th</sup>, and 26<sup>th</sup>, 2006. Regional PIP on-site meetings for Western region. Agenda will focus on accountability, development of improvement plans and preparation for negotiations of local performance levels.

October 3<sup>rd</sup>, 5<sup>th</sup>, and 10<sup>th</sup>, 2006, Regional PIP. DDN session for Central, Southeast, and Northeast regions. Agenda will focus on accountability, development of improvement plans, and preparation for negotiations of local performance levels.

**Postsecondary:** A postsecondary PIP prep meeting is scheduled for September 27, 2006. Programs to be reviewed in this cycle are business and marketing. OCTE will work with the postsecondary institute vice presidents during the year to address the deficiencies in the core indicators. On-site program reviews are set for November 2006.

### **Other Professional Development to Address Core Indicators and Accountability**

Tech Prep Coordinators and Nontraditional Coordinators located at the four technical institutes will provide regional trainings on meeting the indicators that South Dakota failed to meet. Trainings will address the Core Indicators below, with special focus on nontraditional participation and completion for secondary and postsecondary programs:

Increasing Academic Skills Attainment	Postsecondary
Increasing Technical Skills Attainment	Secondary & Postsecondary
Recruitment and Retention of Nontraditional Students	Secondary & Postsecondary
Program Completion	Secondary & Postsecondary

During the PIP meetings and annual Perkins workshops, OCTE will provide the results of the Perkins Core Indicators of Performance for past and current years. Local districts and consortiums will need to provide a local improvement plan (see chart at end of this document) where they identify the specific indicators they have missed, conduct an assessment of their deficiencies and describe how they will demonstrate programmatic

changes and methods to begin meeting those standards during the next year. Local districts will identify specific strategies and person(s) responsible for implementation of these strategies and modifications, as well as a timeline. The success of the plan will be evaluated in the final narrative by OCTE staff. OCTE Program Specialists will provide technical assistance to the secondary and postsecondary programs in an effort to meet the Core Indicator in the coming year. They will work with individual programs to develop and implement improvement plans. Local Improvement Plans will be evaluated by the Program Specialist in the area as well. Throughout the Program Improvement Process, OCTE staff and Tech Prep Coordinators will work with secondary and postsecondary partners to review how they are using the improvement plan for meeting the core indicators. Teachers and administrators will be notified of the schedule at the Annual Summer Institute, August 8, 2006, and by e-mails, web site postings, and regular mail in mid-August.

During the past year, OCTE has begun to address the need for programs to increase the number of completers and has addressed some of the scope and sequence issues that exist within certain programs. The state has increased the number of required courses for graduation, which may be negatively affecting the number of students able to “complete” a CTE program. Therefore, OCTE has introduced strategies to counselors and teachers as well as administrators, on how to build a program that is integrated into each student’s technical and academic skills attainment. This training will be offered during the annual SDACTE conference in August, 2006. The session is entitled “If You Build Them, They Will Complete.” It will demonstrate to participants how they can develop a program that not only supports a student’s academic achievement, but offers students a solid, relevant foundation to their learning by integrating academics with CTE. Senior projects, internships, and Teachers as Advisors are OCTE initiatives designed to strengthen CTE programs. OCTE is also working with teachers to develop CTE Foundation courses that will introduce students to the 16 Career Clusters.

Another major initiative begun in South Dakota is implementation of career clusters and pathways. This initiative will take several years to implement; however, OCTE believes that clusters and pathways will help CTE programs offer more rigorous course work, directly impacting technical skills attainment and program completion.

The Nontraditional Coordinators at each of the tech institutes, in conjunction with the Tech Prep Coordinators, will offer training during the 2006-2007 school year that specifically addresses the recruitment and retention of students into nontraditional programs. Each Nontrad Coordinator has the “Taking the Road Less Traveled” tool kit to conduct training on recruiting and retaining secondary and postsecondary students in nontraditional programs. Teachers of nontraditional programs will be required to develop a specific plan of action to address the nontraditional measure at the local level.

OCTE has chosen the following three topics to focus the work of the office during 2006-2007:

- ◆ Career pathways implementation
- ◆ Accountability and program improvement
- ◆ Professional Development

OCTE believes that these three areas are interrelated and that accountability and assessment will be integral to the success of implementing all three throughout the state.

OCTE would like to request technical assistance from OVAE regarding accountability. This will be especially important as we begin to focus on developing the new state plan for implementing Perkins IV.

## **2. The manner, and time of, the state's notification of all eligible recipients of the requirements of the plan.**

Eligible recipients are notified via the OCTE website, e-mail, regular mail, DDN, phone and fax at least 2 months in advance. <http://.doe.sd.gov/octe>.

### **Consultations in 2005-2006 and 2006-2007:**

#### **2005-2006**

**Secondary:** September 21<sup>st</sup>, 2005, Program Improvement Process regional workshop onsite at Southeast Technical Institute, Sioux Falls, SD.

January 18<sup>th</sup>, 19<sup>th</sup> and 26<sup>th</sup>, 2006, Program Improvement Process regional workshops held at Aberdeen Ramkota Convention Center, Aberdeen, SD; Mitchell Technical Institute, Mitchell, SD; and Western Dakota Technical Institute, Rapid City, SD.

January 25<sup>th</sup>, an additional Program Improvement Process regional workshop was held at Gettysburg High School, Gettysburg, SD.

**Postsecondary** PIPs were conducted in September and October, with participants being notified during Annual Summer Conference, e-mails, phone calls and web site postings.

March 7<sup>th</sup>, Annual Secondary Perkins Workshop for consortium, multi-district, and comprehensive high school CTE directors, Pierre, SD

April 6<sup>th</sup>, Postsecondary Perkins Workshop (DDN) for administrators of the five postsecondary institutions

#### **2006-2007**

##### **Secondary:**

Regional PIP on-site meetings for Western region:

September 21<sup>st</sup>, Kadoka, SD

September 25<sup>th</sup>, Rapid City, SD

September 26<sup>th</sup>, Isabel, SD. Agenda will focus on accountability, development of improvement plans and preparation for negotiations of local performance levels.

October 3<sup>rd</sup>, 5<sup>th</sup>, and 10<sup>th</sup>, 2006, Regional PIP. DDN session for Central, Southeast, and Northeast regions. Agenda will focus on accountability, development of improvement plans, and preparation for negotiations of local performance levels.

All participants will have the opportunity to attend a session on Program Improvement and Accountability during Annual Summer Conference, August 8, 2006. They will also be notified by regular mailings, e-mailings, and web-site postings.

**Postsecondary:**

September 13<sup>th</sup>, DDN session for Postsecondary Business and Marketing programs up for review this cycle. Dates for on-site reviews will be determined at the end of August through phone calls and e-mails after the DDN session.

The secondary and postsecondary Program Improvement instruments have recently been revised to put more emphasis on accountability. The instruments are available on the web at <http://doe.sd.gov/octe/pip/index.asp>.

**3. The state's time table for completing each activity in the state's plan.**

**State activities that will be conducted and dates of the sessions to address the deficiencies in the Core Indicators of Performance are listed in the table below. The table indicates which Core Indicators could be impacted by the professional development trainings.**

## Activities and Timelines

Activity	Date
<p><b>Internship Training</b> – A framework and criteria are being established for internships, one of the 10 key practices of High Schools That Work. South Dakota is a member of High Schools That Work and Making Middle Grades Work. One of the motivating factors for joining both networks is to increase students’ technical, academic, and workplace skills. HSTW is one of the most highly recognized, research-based school reform efforts that has solid data to show increases in student achievement in schools where HSTW is fully implemented.</p> <p>Internships are meant to increase the rigor and relevance of technical and academic skills. Internships will also become part of the scope and sequence of approved career and technical education programs in South Dakota. This step should help increase the number of students completing their CTE programs.</p> <p>Approved Internship programs will be credit-bearing and will count towards program completion. Internships will have a teaching assignment code. Internships have the potential to affect many of the core indicators, but especially the following:  <b>1S1, 1S2, 2S1, 3S1, 4S1, 4S2</b></p>	<p>July 2006  Presentation August 9, 2006 at Annual Summer Conference.</p> <p>TBA during 2006-2007</p>
<p><b>Annual Summer Conference</b> – This conference is held annually for all secondary and postsecondary career and technical educators and administrators. Sessions will be given on <i>Building Content Area Literacy</i>,, <i>Effective Teaching Strategies</i>, <i>Senior Projects</i>, <i>If you Build Them, They Will Complete</i>, <i>Writing to Win: Integrating Writing Strategies in All Classrooms</i>, <i>Career Clusters: Connecting All Students to the Future</i>, and <i>Math in the CTE Classroom</i>.  <a href="http://doe.sd.gov/octe/training/">http://doe.sd.gov/octe/training/</a>  <b>1S1, 1S2, 2S1, 1P1, 1P2</b></p>	<p>August 7-10, 2006</p>
<p><b>OCTE Summer Institute</b> <i>Projects with Pizzazz – Developing Standards-based Projects Using Understanding by Design</i>). This training will focus on developing standards-based projects using the backwards design model. Projects will be developed to focus on technical, academic, and workplace</p>	<p>August 10-11, 2006</p>

<p>skills. Such projects may help increase students academic and technical skills and program completion.</p> <p><a href="http://doe.sd.gov/octe/training/">http://doe.sd.gov/octe/training/</a>  <b>1S1, 1S2, 2S1</b></p>	
<p><b>Writing to Win</b> Training for Phases 1 and 2, Sioux Falls. <i>Writing to Win</i> is a research-based methodology for teaching writing strategies to teachers in all content areas. Research shows significant gains in <i>Writing to Win</i> classrooms for students in both writing and content area scores. An important aspect of the <i>WtW</i> strategy is follow-up provided by Dr. Warren Combs. He is in contact with teachers and administrators on a regular basis once they are trained in the system.</p> <p><a href="http://doe.sd.gov/octe/training/">http://doe.sd.gov/octe/training/</a>  <a href="http://writingtowin.com/">http://writingtowin.com/</a> <b>1S1, 1S2, 2S1</b></p>	<p>Presentation by teachers who have implemented <i>WtW</i>, August 9<sup>th</sup>, 2006, during Annual Summer Conference.</p> <p><i>Writing to Win</i> workshops, August 14-15, 2006</p>
<p><b>High Schools That Work/Making Middle Grades Work Professional Development and Technical Assistance Visits (TAV)</b></p> <p>The TAV determines the extent to which a school is implementing key, research-based practices and has certain key conditions in place supporting improved student achievement. The resulting TAV report identifies findings and recommended actions the school can take to address specific challenges. The technical assistance team helps the site improve the quality of learning for career-bound students by working with teachers, counselors, and administrators to raise expectations for student achievement.</p> <p><b>All secondary core indicators</b></p>	<p>August 30, 2006, HSTW Overview, Mitchell</p> <p>September 27, 2006, HSTW/MMGW Site Coordinator meeting, TBA</p> <p>October 2-3, 2006, New Site Workshop, Location, TBA</p> <p>November 16, 2006, HSTW Network Meeting, DDN</p> <p>January 18, 2007, HSTW Network Meeting, DDN</p> <p>April 19, 2007, HSTW Network Meeting, DDN</p>
<p><b>Teachers As Advisors</b> – is a program for middle and/or high schools that pairs a teacher with a small group of students. The group meets regularly for academic, career, and personal/social guidance. TAA coordinates between home and school to find ways for students to be successful and to connect to a peer group. The TAA model is being pilot- tested in schools around the state. TAA will offer students the opportunity to develop meaningful relationships with teachers during high school. This initiative is being implemented to increase the graduation rates of CTE students, as well as the number of program completers.</p> <p><a href="http://doe.sd.gov/octe/">http://doe.sd.gov/octe/</a>  <b>Addresses all core indicators secondary and postsecondary</b></p>	<p>Presentation at Annual Summer Conference, August 9<sup>th</sup>, 2006</p> <p>November 15, 2006, Location TBA</p> <p>January 24, 2006, Rapid City</p> <p>January 31, 2006, Watertown</p> <p>February 7, 2007, Mitchell</p>



<p><b>Senior Project Training</b> – A state framework for the senior project has been developed and training has been and will continue to be conducted on its use. HSTW recommends senior projects as a way to make the senior year more meaningful to students. The Senior Project introduces more rigor and relevance to students in their senior year. Because it is credit-bearing, it can affect academic and technical skill attainment and program completion. The state framework and other information related to senior projects are located at <a href="http://doe.sd.gov/octe/seniorproject/index.asp">http://doe.sd.gov/octe/seniorproject/index.asp</a>.</p> <p>1S1, 1S2, 2S1</p>	<p>October 18, 2006, Watertown November 8, 2006, Mitchell</p>
<p><b>GESA Training (<i>Generating Expectations for Student Achievement</i>)</b>. GESA is a research-based methodology that trains teachers to evaluate their classroom to ensure an equitable environment for all students to succeed. Teachers become aware of disparate treatment and inequitable expectations that may be present in their classrooms. This may have an impact on some of the CTE programs that are not “friendly” to both genders and provide the training that teachers need to change the environment of their classes and buildings.</p> <p><a href="http://www.graymill.com/traning.htm">http://www.graymill.com/traning.htm</a></p> <p>1S1, 1S2, 2S1, 4S1, 4S2, 1P1, 1P2, 2P1, 4P1, 4P2</p>	<p>TBA, various times throughout the school year. To be delivered through Tech Prep and nontraditional/equity programs.</p>
<p><b>Career Clusters Implementation</b></p> <p>OCTE is establishing statewide advisory Career Cluster Implementation Committees to research, develop and pilot career clusters in the area of Health Science, Agriculture &amp; Natural Resources, Hospitality &amp; Tourism, Information Technology, Human Services, Architecture &amp; Construction, Manufacturing, Science-Technology-Engineering-Mathematics, and Education &amp; Training during 2006-2007. The committees will address the following goals:</p> <ol style="list-style-type: none"> <li>1. Develop a scope and sequence of standard-based courses that will support preparation in a specific career cluster and pathway.</li> <li>1. Develop/design programs that include advanced course work with state and national certifications available, if applicable.</li> <li>2. Develop common course goals and broad-based standards</li> <li>3. Lead the state in curriculum revision as needed, ensuring that rigor and relevance are included in the curriculum at an advanced level.</li> <li>4. Ensure the alignment of the secondary to the postsecondary programs within the cluster areas.</li> <li>5. Assist in providing professional development to other</li> </ol>	<p>September 29-30, 2006 Other meetings throughout the year TBA</p>



<p>teachers/administrators for implementation of career clusters statewide.  <a href="http://doe.sd.gov/octe">http://doe.sd.gov/octe</a>  Career cluster implementation has the potential to influence outcomes of all secondary Core Indicators, as well as secondary program completion and retention.</p>	
<p><b>Counselor Workshops</b>  Counselor workshops will address ways for career and technical teachers and counselors to communicate better. These conversations could impact program completion if counselors become more aware of the advantages for students to persist in CTE programs and become completers.  1S1, 2S1</p>	<p>September 6, 2006, Aberdeen  September 7, 2006, Watertown  September 11, 2006, Rapid City  September 12, 2006, Pierre  September 13, 2006, Sioux Falls  September 14, 2006, Mitchell</p>
<p><b>Implementation of Guidance Central</b>  Guidance Central career planning software will be made available to all public schools beginning fall of 2006. This software will help students become better planners of their high school education and could thus affect program completion. Test Gear, one of the features of the software, gives students the opportunity to do “practice” tests in math, science, language art, and social studies in preparation to taking the ACT. Because students will be able to know potential areas of weakness, they will have time to address these areas. This could influence program completion as well as increase academic scores. Personal Learning Plans will also be implemented for all students during the upcoming school year.  <a href="http://doe.sd.gov/octe/careerguidance/index.asp">http://doe.sd.gov/octe/careerguidance/index.asp</a>  <a href="http://www.bridges.com/us/home.html">http://www.bridges.com/us/home.html</a>  1S1, 2S1 and potentially all secondary indicators</p>	<p>September 18, 2006, Rapid City  September 19, 2006, Pierre  September 20, 2006, Watertown  September 21, 2006, Sioux Falls  October 9-13, 2006, Various Locations</p>
<p><b>Program Improvement Process</b> Regional Meetings – Core Indicators of Performance Results and Action Plans. These annual regional meetings are for all career and technical education teachers. Content delivered includes Perkins accountability measures, program improvement, and specific training in content areas. This year will focus on accountability and developing improvement plans.  <a href="http://doe.sd.gov/octe/importantdates.asp">http://doe.sd.gov/octe/importantdates.asp</a>  <a href="http://doe.sd.gov/octe/pip/index.asp">http://doe.sd.gov/octe/pip/index.asp</a>  Potential to influence <a href="#">All secondary Core Indicators and potential impact on postsecondary.</a></p>	<p>September 21<sup>st</sup>, 2006, 5-8 p.m., Kadoka  September 25<sup>th</sup>, 2006, 5-8 p.m., Rapid City  September 26<sup>th</sup>, 2006, Isabel, 5-8 p.m.  October 3<sup>rd</sup>, 2006, 4-6 p.m., DDN, Southeast Region  October 4<sup>th</sup>, 2006, 4-6 p.m., DDN, Northeast Region  October 10, 2006, 4-6 p.m., DDN, Central Region</p>
<p><b>Postsecondary PIP Prep meeting</b>, OCTE program specialists will review the</p>	<p>September 27, 2006</p>

<p>PIP instruments and emphasize the importance of using core indicator results for program improvement.</p> <p><a href="http://doe.sd.gov/octe/importantdates.asp">http://doe.sd.gov/octe/importantdates.asp</a></p> <p><u>All Core Indicators, secondary and postsecondary</u></p>	
<p><b>Postsecondary PIP on-site reviews</b> – all business and marketing programs.</p> <p><a href="http://doe.sd.gov/octe/pip/index.asp">http://doe.sd.gov/octe/pip/index.asp</a></p> <p>1P1, 1P2, 2P1, 3P1, 3P2, 4P1, 4P2</p>	<p>November 9, 2006, Oglala Lakota College</p> <p>November 14, 2006, Lake Area Tech</p> <p>November 15-16, 2006, Southeast Tech</p> <p>November 17, 2006, Mitchell Tech</p> <p>November 21, 2006, Western Dakota Tech</p>
<p><b>Writing to Win</b> Follow-up Sessions for Phases 1 and 2, DDN</p> <p><a href="http://writingtowin.com/">http://writingtowin.com/</a></p> <p><u>All secondary Core Indicators</u></p>	<p>October 2006</p>
<p><b>Secondary Perkins Workshop</b> – Discuss Perkins Administration, including accountability, fiscal, program issues.</p> <p><a href="http://doe.sd.gov/octe/importantdates.asp">http://doe.sd.gov/octe/importantdates.asp</a></p> <p><u>All secondary Core Indicators</u></p>	<p>March 6, 2007</p>
<p><b>Postsecondary Perkins Workshop</b> – Discuss Perkins Administration (accountability, fiscal, program) <u>All postsecondary Core Indicators</u></p>	<p>March 14, 2007</p>
<p><b>Perkins Data Collection/Accountability Workshops.</b> These workshops demonstrate how to use the software correctly. OCTE staff discusses the importance of entering the data correctly. <u>All secondary and postsecondary Core Indicators</u></p>	<p>March and April 2007</p>
<p><b>Writing to Win</b> training for Phases 1, 2, and 3, Pierre</p> <p><a href="http://writingtowin.com/">http://writingtowin.com/</a></p> <p><u>All secondary Core Indicators</u></p>	<p>June 11<sup>th</sup>-14<sup>th</sup>, 2007</p>

**Perkins Accountability  
Local Improvement Plan  
Year \_\_\_\_\_**

**School/Institution** \_\_\_\_\_

**CTE Program** \_\_\_\_\_

<b>Standard/Measure Not Met</b>	<b>Negotiated Level of Performance</b>	<b>Actual Level of Performance</b>	<b>Plan/Strategies for Meeting Measure</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Met Following Year (Yes/No)</b>	<b>OCTE Program Specialist – Technical Assistance Needed</b>